

INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL

2010-2011 Performance Analysis

Core Question 1: Is the educational program a success?

1.1. Is the school making adequate yearly academic progress (AYP), as measured by the Indiana Department of Education's system of accountability?

STANDARD	School has met AYP across all student subgroups for the last two years.
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2010-11 Performance: Meets Standard

Indianapolis Lighthouse Charter School (ILCS) achieved Adequate Yearly Progress (AYP) toward statewide academic goals set by the Indiana Department of Education (IDOE) in 2010-11. The IDOE determined that ILCS made AYP for the 2010-11 school year in 21 of the 21 subgroups for which it was evaluated. The chart below details the school's 2010-11 performance in each subgroup.

Student Group	English	Mathematics	Participation English	Participation Math	Attendance
Overall	Y	Y	Y	Y	Y
Black	Y	Y	Y	Y	
White	Y	Y	Y	Y	
Free/Reduced Lunch	Y	Y	Y	Y	
Special Education	Y	Y	Y	Y	

Attendance rate determination is made only for "All students," not for subgroups.

Based on their performance in the 2010-11 academic year, the school met the Mayor's Office standard for this indicator.

1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?

STANDARD	Value-added analysis indicates that more than 75%-89% of tested students made sufficient gains.
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2010-11 Performance: Approaching Standard

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made 'Low Growth', 'Typical Growth', or 'High Growth' compared to their academic peers. To achieve the Mayor's standard for this indicator, 75% of a school's students must demonstrate sufficient gains – or must achieve either 'Typical Growth' or 'High Growth'.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient Gains
English/Language Arts	32.0%	34.0%	34.0%	68.0%
Math	35.8%	25.1%	39.1%	64.2%
Weighted Average				66.1%

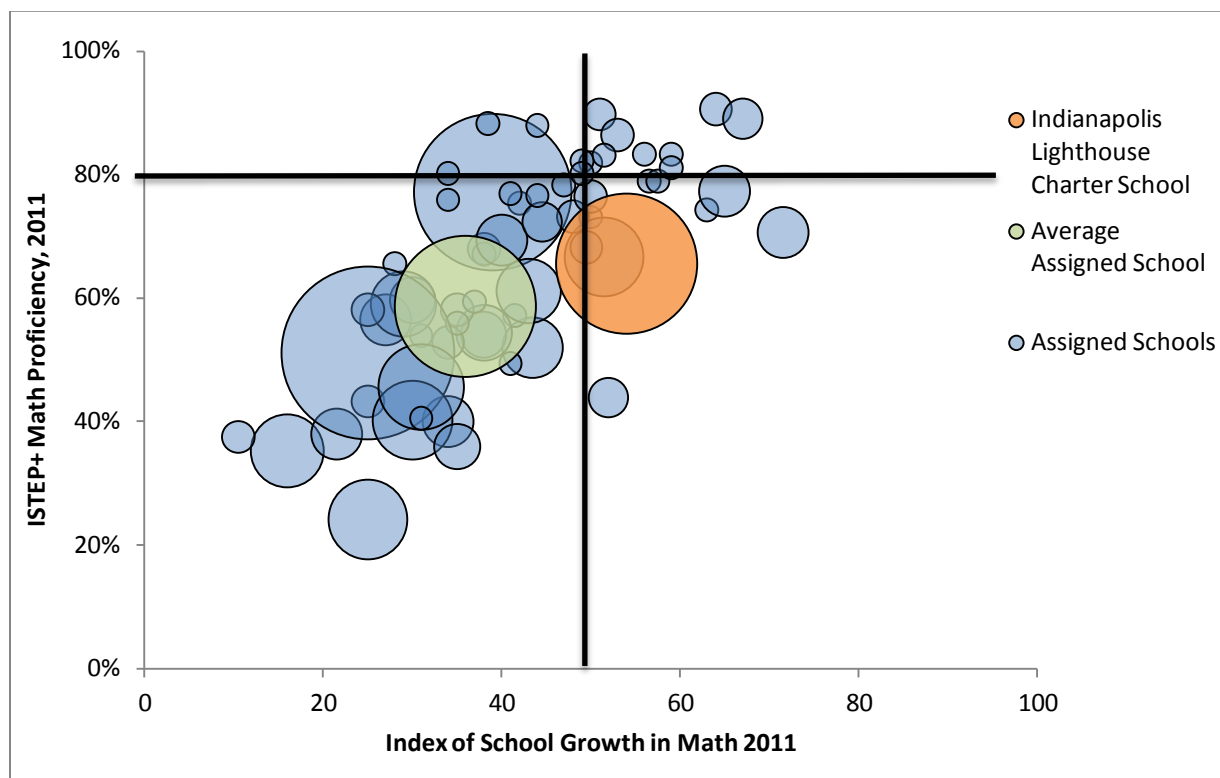
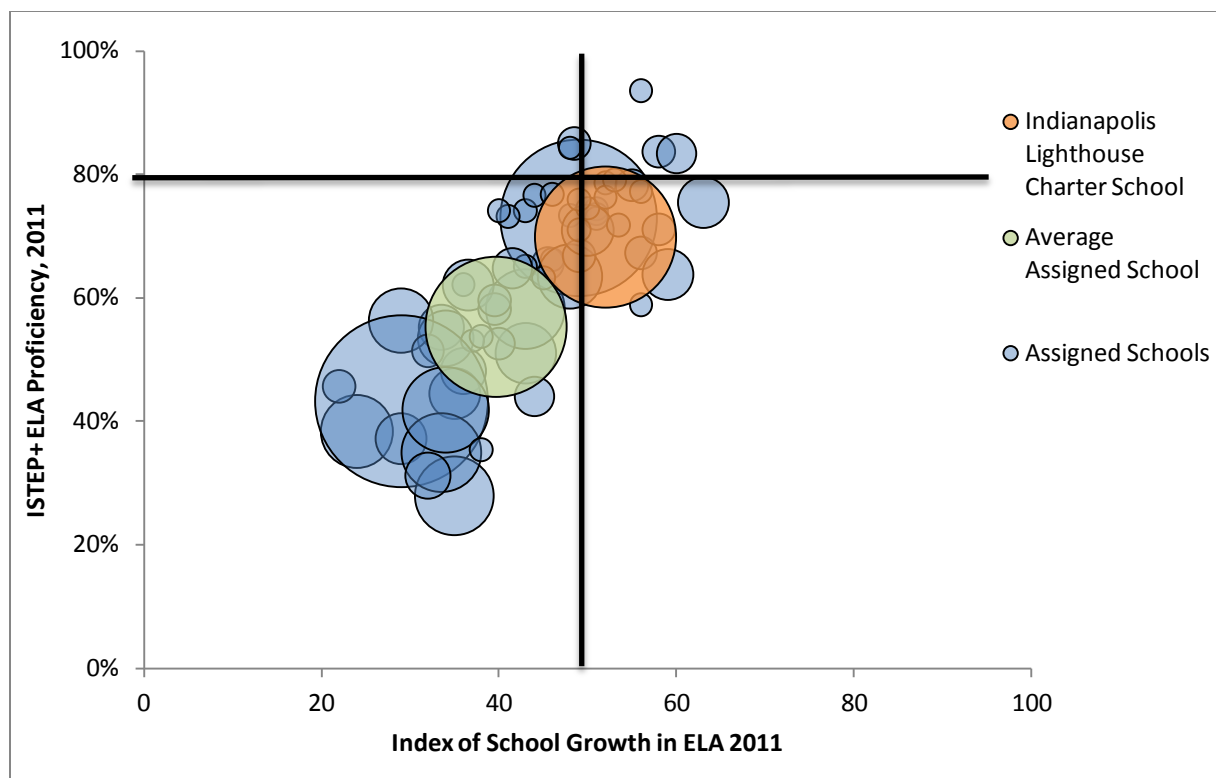
SOURCE: IDOE. The weighted average is calculated by taking the sum of the total number of students who achieved 'Typical' or 'High' Growth in ELA and the total number of students who achieved 'Typical' or 'High Growth' in Math, divided by the sum of the total number of students assessed under the Growth Model in ELA and the total number of students assessed under the Growth Model in Math.

A majority of students (68.0%) made sufficient gains in English/Language Arts. While a slightly smaller number of students (64.2%) made sufficient gains in Math, a number of students are losing ground with 35.8% of students demonstrating 'Low Growth'. A weighted average across both subjects reveals that 66.1% of students at Indianapolis Lighthouse Charter School demonstrated sufficient gains in 2010-2011. Thus, Indianapolis Lighthouse Charter School was approaching the Mayor's Office standard for this indicator.

1.3. Is the school outperforming schools that the students would have been assigned to attend?	
STANDARD	School's overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend.

2010-11 Performance: **Exceeds Standard**

The Mayor's Office compared the performance of ILCS to that of Marion County public schools students would have been assigned to attend, based on their place of residence. The overall proficiency and growth of students at ILCS was greater than that of their peers in both English/Language Arts (ELA) and Mathematics. Therefore, in 2010-11, the school's performance exceeded standard for this indicator.



How to read these figures: Blue bubbles represent the traditional public school that students would have been assigned to attend if they did not attend ILCS. The size of each blue bubble is proportional to the number of ILCS students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents 50th growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools

located to the right of the vertical axis showed, better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools. The orange bubble represents the performance of ILCS students.

1.4. Is the school meeting its school-specific educational goals?	
STANDARD	School has clearly met its school-specific educational goal.

Not applicable. The school did not have school-specific educational goals to be evaluated in 2010-11.